

Alaska Reads Act Webinar Series: Weekly: January 12 – May 11, 2023

Alaska Department of Education and Early Development

John Jones, Data Manager

Deb Riddle, Division Operations Manager

March 30, 2023



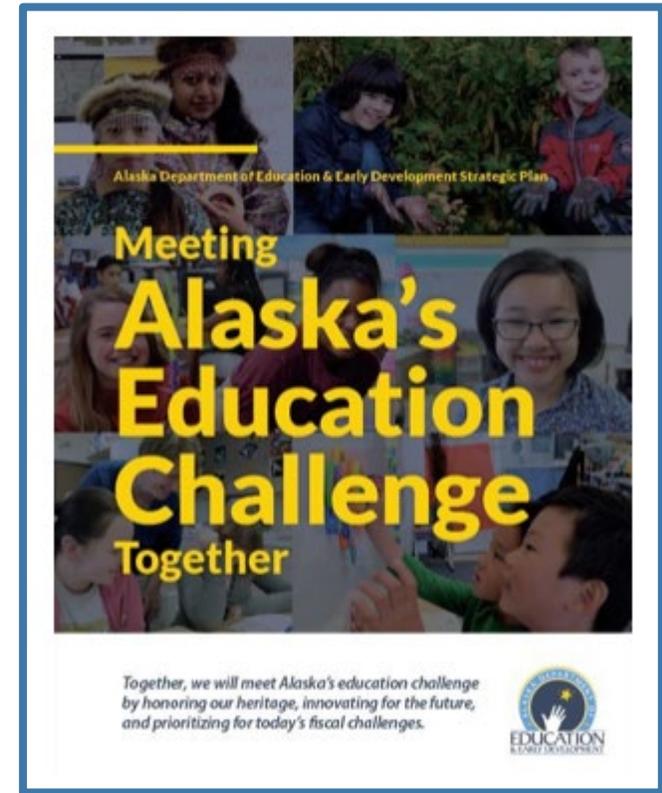
Mission, Vision, and Purpose

Mission	Vision	Purpose
<p>An excellent education for every student every day.</p>	<p>All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.</p> <p>- Alaska Statute 14.03.015</p>	<p>DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.</p>

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

Agenda

- Details of Alaska Reads Act webinars
- Alaska Reads Act Overview
- District Reading Intervention Overview
- AK DEED Literacy Screener information
- Literacy Screener Waiver Information
- Questions



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Details

Alaska Reads Act Webinar Schedule:

Weekly on Thursdays or Fridays from 3:15-4:15

Reads Act Focus:	Dates:	Leader and Presenter:
District Reading Intervention	January 12 to February 2	Susy McKenzie
Teacher Certification	February 9	Sondra Meredith
Department Reading Program	February 16 to March 2	Susy McKenzie
Early Learning	March 9 to March 23	Deb Riddle
Data Collections	March 30	John Jones
Virtual Education	April 6 to April 20	Kelly Manning
SOR Symposium Pre-Conference	April 28	Susy McKenzie
Office Hours	Feb. 10, March 10, April 7, May 4, May 11	ALL

Alaska Reads Act Timeline and Resources

TIMELINE

- Regulations
 - August 2022 – December 2022
- Preparation
 - September 2022 – March 2023
- State Board of Education regulation package
 - January 25, 2023
- Public Comment
 - February 2023 – March 2023
- Anticipated Adoption
 - April 2023

RESOURCES

<https://education.alaska.gov/akreads>:

- Webinar schedule and registration
- Recordings of webinars
- Slide decks
- Draft documents shared during webinars
- One-page supports
- FAQ



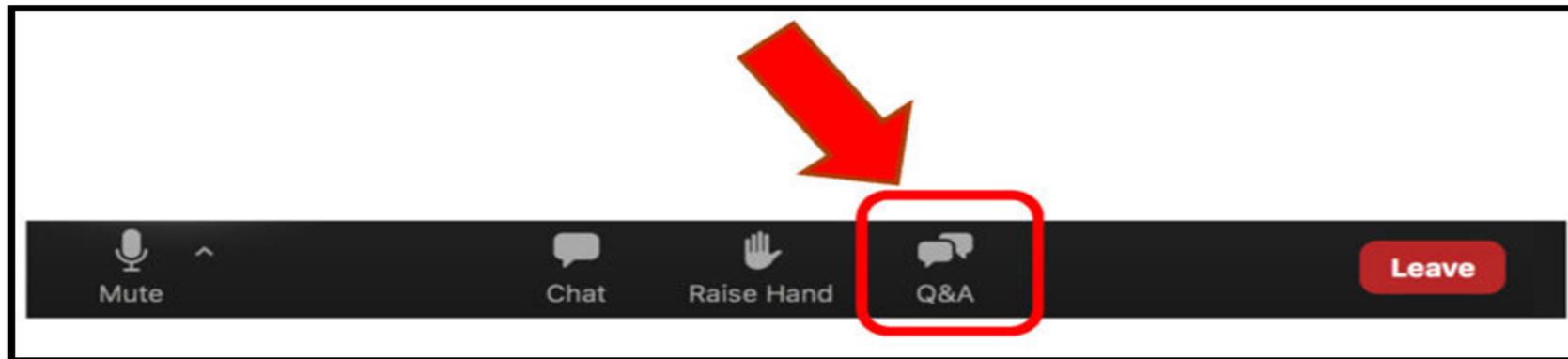
Communication

- There will be an FAQ document posted after this webinar
- Send questions to akreads@alaska.gov
- Request presentation for your district
- Reading Newsletter
- Alaska Reads Website (education.alaska.gov/akreads)
 - Weekly updates
- Planning in-person meetings around the state
- *THANK YOU to many who provided feedback*



Questions?

- Please put questions into the Q&A tab
- Do not put questions in the chat
- Questions will be answered at the end of the presentation, time permitting



*Please
remember...*

Regulations are in draft form. The final adopted regulations may result in some changes to what will be presented in each webinar. Thank for your patience as we work to balance processes with stakeholder communication.

DRAFT.



Alaska Reads Act Overview

Alaska Reads Act Components



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Reads Act Programmatic Elements:

- 1) District Reading Improvement
- 2) Department Reading Program
- 3) Pre-K and Parents as Teachers
- 4) Virtual Education

Other Components:

- 1) Educator preparation requirements
- 2) Reporting and data collections

Data Collections:

-Fall OASIS

-Summer OASIS

Webinar 1 of 1 of Data Collections

Presented by: John Jones, Deb Riddle

March 30, 2023

Data Collections: Fall OASIS



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Fall OASIS

- One Data Element Added
 - Teacher of Record ATI

Teacher of Record ATI

- AS 14.03.120(h)(1):
- The number of students and teaching staff assigned to each classroom in grades kindergarten through three.

Teacher of Record ATI

Status	Element Name
Conditional	Teacher of Record ATI Alaska Teacher Identification number of the teacher assigned to students in grades KG to three in general education and self-contained special program classrooms.

Districts currently report Alaska Teacher Identification Numbers (ATIs) in the certified staffing collection due to the department by October 15th annually. Districts will need to link ATI to the student records submitted in the Fall OASIS in grades KG-3. Only one ATI should be submitted for each student record. The ATI to be submitted, is the ATI for the main classroom teacher of the student as of the first school day of October (Oct. 1 count).

Data Collections:

Summer OASIS



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Summer OASIS

Six Data Elements Added

1. Early Education Program
 2. Non-Progression Reason
 3. Reasons Progressed
 4. Readings Skills Demonstrated
 5. Non-proficiency Actions
 6. Mid-year Progression
- All data elements will only be collected for students that were enrolled on the last day of school

Early Education Program

- AS 14.30.760(4):
- Require that districts identify the early education programs attended by students and report to the department the average score on each performance screening tool by students in grades kindergarten through three who
 - attended a state-approved early education program;
 - attended a head start program;
 - attended a private early education program;
 - did not attend an early education program;

Early Education Program

Status	Element Description
Conditional	Early education program attended by students in grades <u>KG to three</u>
	1 Attended a state-approved early education program (DWEPP)
	2 Attended a head start program
	3 Attended a private early education program
	4 Attended a district early education program (not DWEPP)
	5 Attended an out of state early education program
	6 Parent refusal to disclose

This data element refers to the early education program attended by a student. An early education program occurs prior to grade KG. This data element should be completed for students in grades KG to three who are enrolled on the last day of school. Districts should survey parents, perhaps on enrollment forms to complete this data element. Districts might need to crosswalk the information parents to the more generalized code set provided.

Non-progression Reason

- AS 14.03.120(h)(2)(C)
- The number and percentage of students in grades kindergarten through three who did not progress to the next grade and the reasons the students did not progress.

Non-progression Reason

Status	Element Description
Conditional	Reasons why a student in <u>grade KG to three</u> will not progress to the next grade in the following year. If a student will progress to the next grade, leave this data element blank. <ol style="list-style-type: none">1 Reading deficiency2 Social emotional (does not need IEP)3 Grades4 Extended absences5 Parent request6 Superintendent discretion7 Other (provide brief explanation in Notes column)

Non-Progression Reason refers to students in grades KG to three that did not progress to the next grade. For students in grades KG to three that did progress to the next grade level, this data element will be left blank. This data element will be reported if the student was enrolled on the last day of school.

Reasons Progressed

- AS 14.03.120(h)(2)(D) to (G)
- The number and percentage of students
 - in grade three who demonstrated sufficient reading skills to progress to grade four based on the statewide screening tool;
 - in grade three who progressed to grade four based on a waiver under AS 14.30.765(f);
 - in grade three who demonstrated sufficient reading skills to progress to grade four based on an alternative standardized reading screening;
 - in grade three who demonstrated sufficient reading skills to progress to grade four based on a student reading portfolio;

Reasons Progressed

Status	Element Description
Conditional	Means by which student progresses from <u>grade three to four</u> . If a student will not progress to grade four, leave this element blank.
	1 Sufficient reading skills on screener
	2 Parent/Guardian waiver
	3 Sufficient reading skills on alternative screener (the district is using a tool other than mClass)
	4 Reading portfolio
	5 Superintendent discretion
	6 District does not have sufficient information

Reasons Progressed refers to literacy related reasons that a student progresses from grade three to four.

Reading Skills Demonstrated

- AS 14.30.765(e)
- A student in grade three should demonstrate sufficient reading skills to progress to grade four. A student demonstrates sufficient reading skills to progress to grade four by
 - scoring at grade level or higher on the statewide screening tool or on the statewide summative assessment;
 - achieving an acceptable score on an alternative standardized reading screening as determined and approved by the department; or
 - demonstrating mastery of reading standards through a student reading portfolio based on criteria established by the department.

Reading Skills Demonstrated

Status	Element Description
Conditional	How the student demonstrates sufficient reading skills to progress from grade three to four. If the student did not demonstrate sufficient reading skills, leave this data element blank.
	1 Summative assessment at grade-level
	2 Screener at grade-level
	3 Alternative screener at grade-level
	4 Reading portfolio

For students in grade three list how sufficient reading skills were demonstrated for them the progress to grade four for the next school year. This data element should only be completed for students in grade three who are progressing to grade 4 in the next school year, who were enrolled on the last day of school.

Non-proficiency Action

- AS 14.30.765(f)
- If it is determined, based on a statewide screening administered in the spring, that a student in grade three has a reading deficiency, and the student does not demonstrate sufficient reading skills to progress to grade four under (e) of this section...
 - the parent or guardian may decide that the student will not progress to grade four or decide to progress the student to grade four by signing a waiver developed by the department...
 - if the parent or guardian does not determine whether the student will progress to the next grade, the superintendent or the superintendent's designee shall...determine whether the student will progress to grade four.

Non-proficiency Action

Status	Element Description
Conditional	What actions were taken by the parent/guardian or school officials when a student is not proficient on the literacy screener or alternative screener for students in <u>grade three</u> . If the student was proficient on the literacy screener or alternative literacy screener, leave this data element blank.
	1 Not progressed - parent
	2 Waiver to progress - parent
	3 Not progressed - superintendent
	4 Waiver to progress - superintendent

The Non-proficiency Actions data element is collected for student in grade three that have not demonstrated sufficient reading skills to progress to grade four on the spring literacy screener administration. Students who have previously demonstrated sufficient skills on the fall or winter administrations should not be included in this data element. This data element should only be completed for third grade students that were not proficient on the literacy screener and who are enrolled on the last day of school.

Mid-year Progression

- AS 14.30.765(j)(k)
- For a student who does not progress to grade one, grade two, or grade three under (d) of this section, the district in which the student is enrolled shall, upon request by the student's parent or guardian, develop a plan for the student's mid-year progression.
- A school district shall adopt a policy providing for mid-year progression of a student who does not progress to grade four under (f) of this section...

Mid-year Progression

Status	Element Description
Conditional	Did a student that was in grades KG to three in the previous year and started the current year in the same grade progress to a higher grade between the first and last days of the school year. If there was no mid-year progression for a student, leave this data element blank.
	1 Mid-year progression to grade 1
	2 Mid-year progression to grade 2
	3 Mid-year progression to grade 3
	4 Mid-year progression to grade 4

The Mid-year Progression data element is used to indicate which students who were previously retained due to insufficient reading skills in the previous years progressed to the next grade part way through the current school year. This information should be submitted for applicable students who were in grades KG to three in the previous school year and are enrolled on the last day of school for the current school year.



Questions:

Send questions to akreads@alaska.gov

April 6, 2023:

Virtual Education: Overview, Framework, & Recruitment

April 7, 2023:

Office Hours for Q&A

Reporting and Data Committee

akreads@alaska.gov



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Data Manager/Chair



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Manager



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Stay Connected



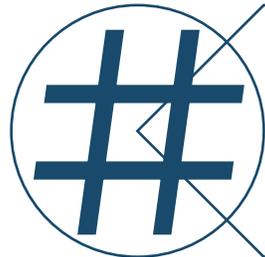
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Social Media

- @AlaskaDEED